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ABSTRACT

This report addresses the issues of underrepresentation and equity involving women in Texas colleges and universities. These issues include the numbers of women administrators and faculty, salary and compensation differentials, recruitment and retention of women in faculty and administrative ranks, the climate for women in higher education, and methods for measuring outcomes related to these issues and assuring accountability. The first and second sections provide statistics, within the text and appendices, that document the underrepresentation of women in terms of their faculty or administrative rank and salary. The third section addresses the climate for women in Texas higher education, including both the atmosphere in which women work and study and issues related to families and supportive services which would improve the environment for both men and women in higher education. The report's final section develops a set of goals, objectives, and an action plan for achieving parity in higher education faculty, administration, and governing boards. Appendices provide recommendations for collecting supplemental data and developing institutional plans as well as a list of methods and procedures for recruiting, retaining, and promoting women in higher education. (GLR)

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PARITY 2000: ACHIEVING EQUITY FOR WOMEN IN HIGHER EDUCATION

REPORT OF THE

COUNCIL FOR WOMEN IN HIGHER EDUCATION

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Texas Higher Education Coordinating Board

December 1991

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EXECUTIVE SUMMARY

The Council for Women in Higher Education was established by the Texas Higher Education Coordinating Board in response to SCR 52 of the 72nd Legislature of the State of Texas. This resolution states that women are underrepresented in all ranks of tenure-line faculty, in presidencies, and as members of governing boards in Texas public institutions of higher education. The Council's charge was to assess the severity of the problem of underrepresentation and to make recommendations for corrective actions to the chairs of the Senate Education Committee and the House Higher Education Committee by Dec. 15, 1991. This report presents the Council's findings and recommendations.

Because there was not sufficient time to survey women faculty or collect new data before the deadline mandated in SCR 52, the Council worked with data available from the Coordinating Board. These data confirm that women are underrepresented in numbers, percentages, and salary levels in Texas community colleges and universities. While women constituted slightly more than half of the undergraduate enrollments in Texas public institutions of higher education in 1989, they comprised only 27 percent of the full-time faculty at universities and 43 percent of full-time faculty at community colleges. Only about a third of the executive and senior administrative staffs of higher education institutions -- 31 percent in senior institutions and 35 percent in community colleges -- are women. The Council found that a disparity also exists in the salaries for men and women in higher education.

In order to rectify this situation, the Council has proposed two goals:

1. Increase the number and proportion of women faculty members, senior-level women administrators, and women on governing boards throughout Texas public institutions of higher education; and

2. Improve the climate for women in higher education in Texas.

The following recommendations are made in order to achieve these goals:

1. Establish a Council for Women in Higher Education as a permanent standing committee of the Coordinating Board by 1993.

2. Enact legislation requiring each institution of higher education in Texas to develop by 1995 a plan for achieving gender equity and a positive climate for women. The plan should be updated every five years.

3. Enact legislation requiring each institution of higher education in Texas by 1994 to report annually to the Coordinating Board and the Council its progress toward achieving gender equity and meeting the specific goals of its plan.

4. Establish a Coordinating Board Clearinghouse by 1993 to share information on issues related to improving the status of women in higher education.

5. Establish institutional support services for male and female faculty members and administrators to improve their ability to balance work, family, and community responsibilities and allow them to be more productive employees.

INTRODUCTION

The Council for Women in Higher Education was established by the Texas Higher Education Coordinating Board as a result of SCR 52 of the 72nd Legislature of the State of Texas. This resolution stated that women are underrepresented in all ranks of tenure line faculty, in presidencies, and as members of governing boards in Texas public institutions of higher education. The Council was charged to assess the severity of the problem and to make recommendations for corrective actions. The Council's recommendations must include goals, objectives, and timelines, and must be presented to the chairs of the Senate Education Committee and the House Higher Education Committee by Dec. 15, 1991.

The Council has met as a whole and in working committees since its establishment in August 1991. This report presents the Council's findings and recommendations.

Although the underrepresentation of women in the Texas higher education system cannot be remedied overnight, a number of remedial actions could be taken immediately by Texas universities, university systems, colleges, and the Coordinating Board to improve the situation. Corrective actions to ameliorate other, more long-term problems should also begin now.

Because there was not sufficient time to survey women faculty or collect new data prior to the deadline mandated in SCR 52, the Council worked with existing data available from the Coordinating Board. Nonetheless, Coordinating Board data are fairly inclusive and were very helpful in the Council's assessment of the current situation and development of this report. For future reports, the collection of some additional data is recommended.

ORGANIZATION OF THE REPORT

Several issues related to the representation of women in higher education are considered in this report. These include the numbers of women in all ranks of faculty and administration at universities and colleges, salary and compensation differentials, recruitment and retention of women in faculty and high level administrative positions, advancement of women through the faculty and administrative ranks, the climate for women in higher education, and methods for measuring outcomes related to these issues, assuring accountability, and providing resources to carry out necessary changes.

The first section of the report discusses the issue of representation of women. Statistics are provided in the text and appendices to document the underrepresentation of women in terms of their faculty or administrative rank and salary. The second section addresses the climate for women in higher education in Texas. "Climate" includes both the atmosphere in which women work and study and issues related to families and supportive services which would improve the environment for both men and women in higher education. The third section develops a set of goals, objectives and an action plan for achieving parity in higher education faculty, administration, and governing boards. Finally, recommendations for actions to achieve these objectives are offered.

The Council's recommendations are summarized for consideration by the Legislature, Coordinating Board, college and university systems, and individual colleges and universities. Appendices provide documentation of the findings of the report and further information.

ISSUE STATEMENT

Legislators, administrators, teachers, parents, and students at national and state levels across this country realize the importance of gender equity in our educational institutions and advocate pro-active measures to achieve it. Texans also recognize that fair and equitable opportunities for men and women to contribute as faculty and administrators in our public universities and community colleges must be provided. There are excellent reasons to support gender equity in higher education.

Undergraduate Enrollment

In Texas, women comprise 54 percent, or slightly more than half of the total undergraduate enrollment in the state's public institutions of higher education.

In 1989, 57 percent of the students enrolled in community colleges in Texas were women. This figure represents a 24 percent increase from the 46 percent proportion of women enrolled in 1983. In senior institutions 51 percent of the undergraduate students were women in 1989, a 4 percent increase from the 49 percent proportion of women in 1983.

Women are not as well represented on the faculties and in higher level administrative positions in higher education. At the time SCR 52 was passed in January 1991, the status of women in institutions of higher education was:

- 52 percent of the undergraduate students
- 34 percent of the assistant professors
- 21 percent of the associate professors
- Fewer than 10 percent of the full professors
- Of 41 university presidents and chancellors, only 3 were women
- Of 60 public community college presidents and chancellors, only 4 were women
- Of five Texas State Technical College presidents and chancellors, none was a woman
- Of 108 members of Boards of Regents, only 24 were women
- Of 12 Boards of Regents, only one was chaired by a woman[1]

Nationally, women made up 28 percent of the faculties of higher educational institutions in the 1985-86 academic year. By rank, women constituted 12 percent of the professors, 24 percent of the associate professors, and 38 percent of the assistant professors across the country.[2]

The more recent Texas data indicate that the state is behind the national averages in representation at all ranks. In addition, the large percentage of women employed by Texas Woman's University and who serve on its Board of Regents produce misleading averages when added to statewide statistics.

While the percentages of male and female faculty and students may never be exactly comparable in Texas or in the nation, the large discrepancy between

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1 Senate Concurrent Resolution 52, 72nd Legislature of the State of Texas, 1991. Recent appointments may have changed some of these percentages since SCR 52 passed.

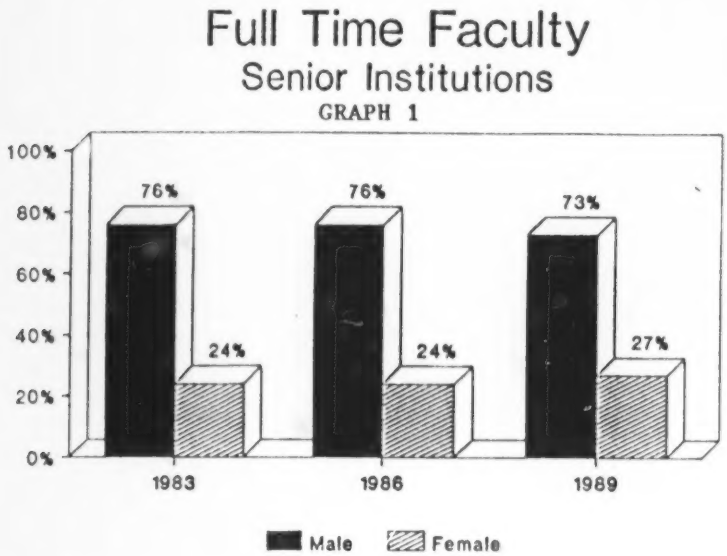
2 Judith G. Touchton and Lynne Davis, Eds., *Fact Book on Women in Higher Education,* (New York: Macmillan Publishing Co., for American Council on Education, 1991), p. 89.

the percentages of women students and the faculty who teach them indicates that women are seriously underrepresented in higher education faculty and administrative roles in Texas.

FACULTY AND ADMINISTRATORS

Overview of Trends

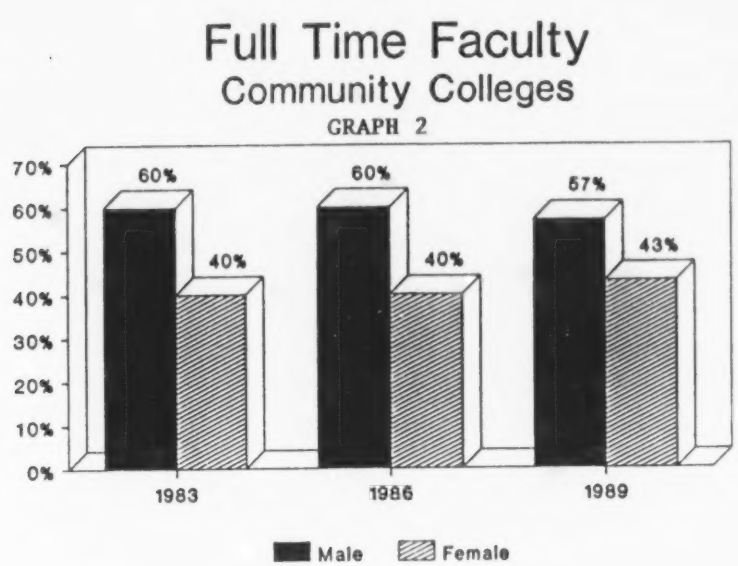
For this study, the Council analyzed available Texas data on the employment representation of women in 1983, 1986, and 1989 at public universities and community colleges.[3]



[3] All data on employment in Texas higher educational institutions are taken from the EE06 survey reports from 1983, 1986, and 1989, reported to the US Dept of Education, National Center for Educational Statistics, unless otherwise noted.

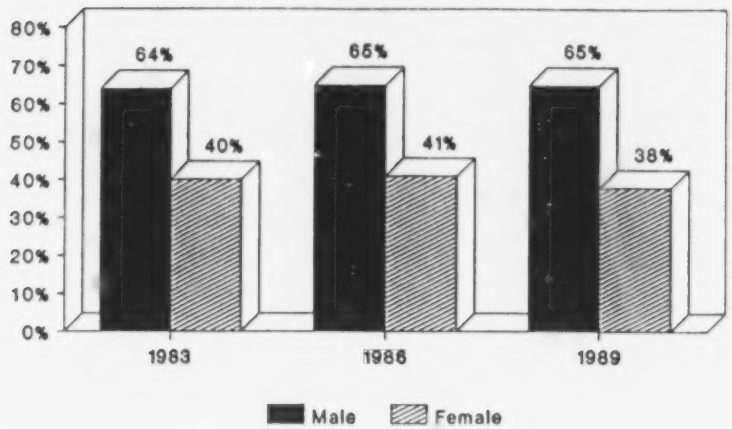
Full-time Faculty

Women make up only about one quarter of the full-time faculty members at public universities (Graph 1). Women comprised 24 percent of the faculty members of universities from 1983 to 1986, and their representation increased only slightly to 27 percent by 1989.



Women are better represented at community colleges, but still make up less than half the faculty (Graph 2). In community colleges, the proportion of women's faculty also remained steady -- at 40 percent -- from 1983 to 1986 and increased to only 43 percent in 1989. This contrasts sharply with student enrollments of more than 50 percent women in both types of institutions in 1989.

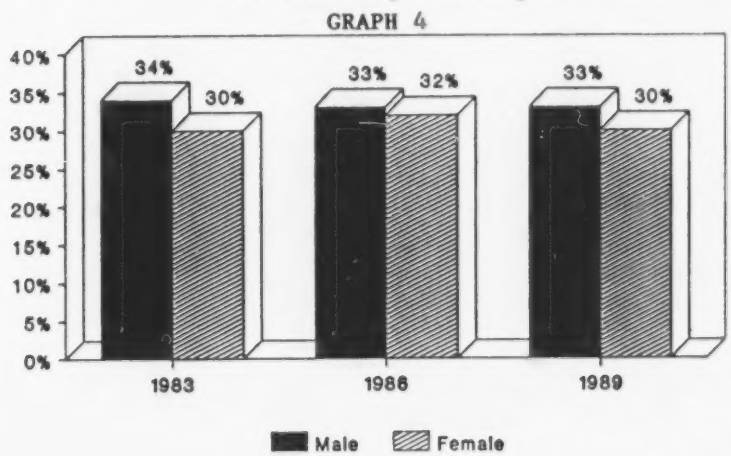
Full Time Tenured Faculty
Senior Institutions
GRAPH 3



Full-time Tenured Faculty

In universities, women have lost ground in tenure ranks relative to men since 1983 (Graph 3). Although there was a slight increase in the number of tenured women from 40 percent in 1983 to 41 percent in 1986, in 1989 only 38 percent of the women faculty members were tenured in contrast to 65 percent of the men. Nationally, in 1984-85 about 47 percent of women faculty were tenured, compared to 72 percent of the men.

Full Time Tenured Faculty
Community Colleges
GRAPH 4

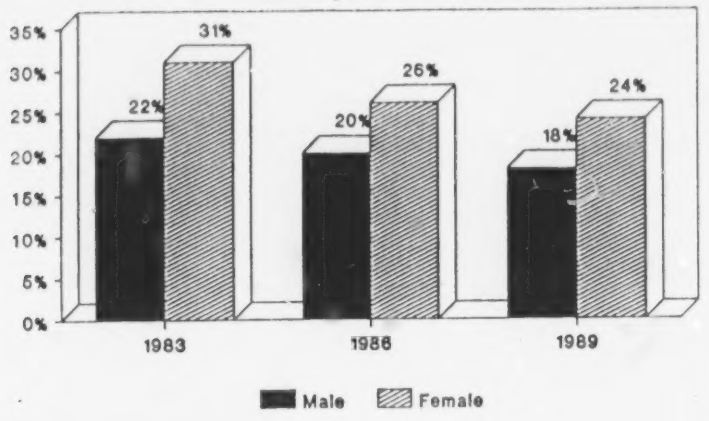


In contrast to universities, fewer than half of the community college faculty are in colleges with tenure systems and the following graphs should be read accordingly. In community colleges, men and women are tenured more nearly equally (Graph 4), and these percentages have been stable since 1983. In 1989, one third of men faculty members are tenured while slightly less than one third of women faculty are tenured.

Full Time Tenure Track Faculty

Senior Institutions

Graph 5



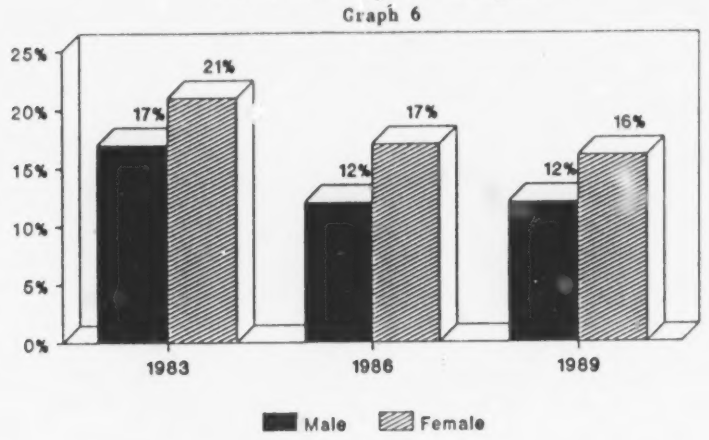
Full-time Tenure Track Faculty

Since 1983, the percentages of male and female faculty who were in tenure track positions have declined. In 1983, 22 percent of men and 31 percent of women in senior institutions were on the tenure track (Graph 5), while in 1989 only 18 percent of male faculty were on tenure track and 24 percent of the female faculty were on a tenure track.

Full Time Tenure Track Faculty

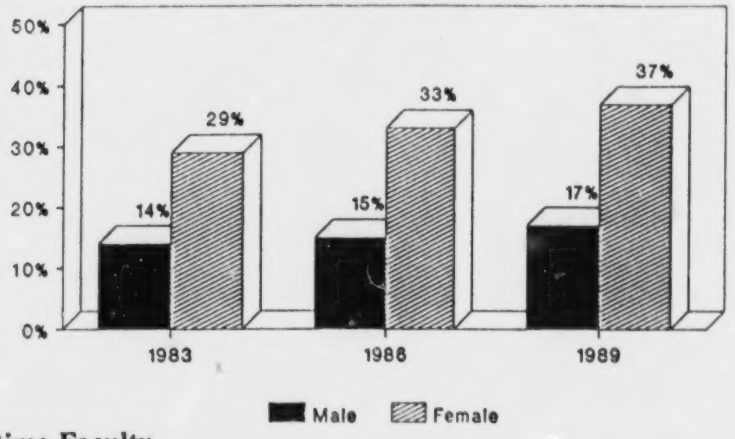
Community Colleges

Graph 6



In community colleges the situation is similar. In 1983, 17 percent of men and 21 percent of women were on a tenure track and only 12 percent of the male faculty and 16 percent of the female faculty were on a tenure track in 1989 (Graph 6). More women than men have continued to be on a tenure track, but the proportion of tenured women over that time (Tables 3 and 4) has not risen accordingly.

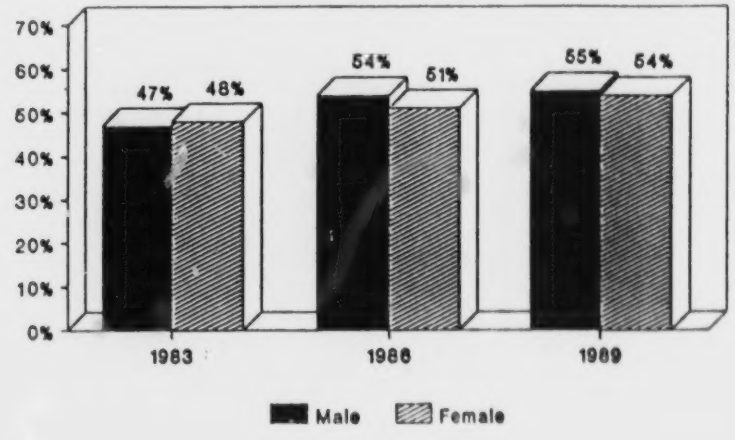
Full Time Other Faculty
Senior Institutions
GRAPH 7



Other Full-time Faculty

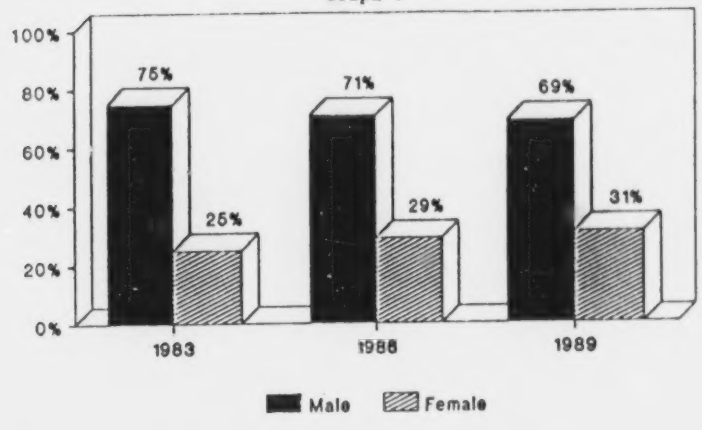
Percentages of men and women in this category of faculty include non-tenure accruing full time positions (Graphs 7 and 8). In universities, significantly more of these faculty members are women than are men. In 1983, 29 percent of women faculty were in the other part-time category, and in 1989 this percentage had grown to 37 percent. Only 14 percent to 17 percent of men were employed in this category over the same period.

Full Time Other Faculty
Community Colleges
GRAPH 8

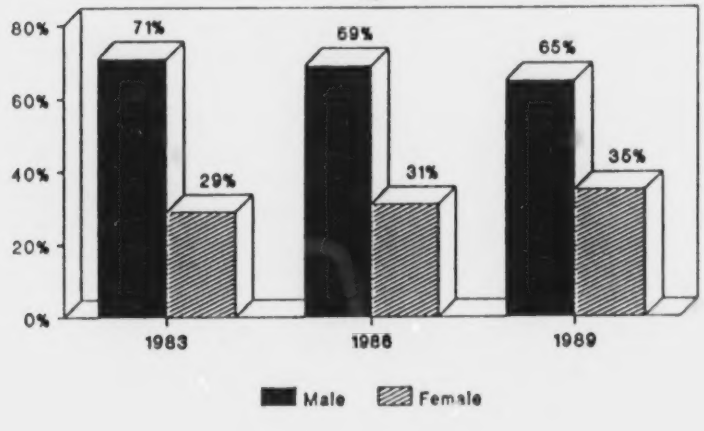


In community colleges, slightly more than half of all faculty members fall into this category. Most of the remainder of full-time faculty are in colleges that have tenure systems. Community colleges employ men and women in the category of "other full- time" much more evenly. In 1983, 48 percent of women and 47 percent of men were classified this way, and by 1989 these percentages had grown to include 55 percent of the male and 54 percent of female faculty members. These figures reflect the more frequent tendency of community colleges to hire faculty in this category.

Exec./Adm./Managerial Staff
Senior Institutions
Graph 9



Exec./Adm./Managerial Staff
Community Colleges
Graph 10



Executive, Administrative, Managerial Staff

At Texas universities, there has been a small increase in the percentage of women in executive, administrative, and managerial ranks, from 25 percent in 1983 to 31 percent in 1989 in senior institutions (Graph 9). A very similar trend is evident in community colleges, where women held 29 percent of these positions in 1983 and 35 percent in 1989 (Graph 10).

Table 1
FULL TIME FACULTY RANK
SENIOR INSTITUTIONS

	MALE						FEMALE					
	1983		1986		1989		1983		1986		1989	
TENURE	#	%	#	%	#	%	#	%	#	%	#	%
PROF	3,281	33	3,228	35	3,529	37	265	9	279	10	370	10
ASSOC	2,459	25	2,285	25	2,282	24	555	18	561	19	682	19
ASST	451	5	487	5	340	4	332	11	304	10	267	8
LECT	62	1	52	1	54	1	46	2	42	1	35	1
TOTAL	6,350	64	6,064	65	6,224	65	1,230	40	1,193	41	1,360	38
NON-TENURE ON TRACK												
PROF	98	1	91	1	43	<1	7	<1	6	<1	11	<1
ASSOC	331	3	319	2	286	3	88	3	58	2	67	2
ASST	1,638	16	1,285	14	1,292	14	675	22	548	19	673	19
LECT	174	2	101	1	77	1	178	8	108	4	101	3
TOTAL	2,251	22	1,853	20	1,719	18	956	31	772	26	863	24
OTHER FACULTY	1,382	14	1,355	15	1,576	17	911	29	949	33	1,319	37
TOTAL	9,983		9,272		9,519		3,097		2,914		3,542	

Focus on 1989

The employment by rank for male and female faculty at universities (Table 1) and community colleges (Table 2) in 1983, 1986, and 1989 was analyzed for this report.

Table 2
FULL TIME FACULTY RANK
COMMUNITY COLLEGES

	MALE						FEMALE					
	1983		1986		1989		1983		1986		1989	
	#	%	#	%	#	%	#	%	#	%	#	%
TENURE	1,382	34	1,446	33	1,486	33	828	30	943	32	1023	30
NON-TENURE ON TRACK	702	17	534	12	539	12	580	21	512	17	569	16
OTHER	1,904	47	2,355	54	2,520	55	1,348	48	1,497	51	1,858	54
TOTAL	4,043		4,335		4545		2,748		2,952		3,450	

Table 3
Full Time Faculty in 1989 - Senior Institutions

RANK/TENURE	MALE		FEMALE		TOTAL	
	#	%	#	%	#	%
TENURED						
PROFESSOR	3,529	90.5	370	9.5	3,899	100
ASSOC PROFESSOR	2,282	77.0	682	23.0	2,964	100
ASST PROFESSOR	340	56.0	267	44.0	607	100
INSTRUCTOR	54	60.7	35	39.3	89	100
LECTURER	0	0	1	100	1	100
OTHER	19	79.2	5	20.8	24	100
TOTAL TENURED	6,224	82.1	1,360	17.9	7,584	100
NON-TENURED/ ON TENURE TRACK						
PROFESSOR	43	79.6	11	20.4	54	100
ASSOC PROFESSOR	286	81.0	67	19.0	353	100
ASST PROFESSOR	1,292	65.8	673	34.2	1,965	100
INSTRUCTOR	77	43.3	101	56.7	178	100
LECTURER	3	42.9	4	57.1	7	100
OTHER	18	72.0	7	28.0	25	100
TOTAL TENURE TRACK	1,719	66.6	863	33.4	2,582	100
OTHER FULL TIME						
PROFESSOR	137	87.8	19	12.2	156	100
ASSOC PROFESSOR	130	78.8	35	21.2	165	100
ASST PROFESSOR	327	59.6	222	40.4	549	100
INSTRUCTOR	244	42.3	333	57.7	577	100
LECTURER	503	50.4	496	49.6	999	100
OTHER	235	52.3	214	47.7	449	100
TOTAL OTHER	1,576	54.4	1,319	45.6	2,895	100
TOTAL	9,519	72.9	3,542	27.1	13,061	100

Four-Year Institutions

In 1989, public universities employed a total of 13,061 full time faculty members (Table 3). Of these, only 27 percent (3,542) were women. When these positions are evaluated by rank and tenure, the situation is more disparate. In 1989, only 18 percent of the tenured faculty members were women, and only 9.5 percent were tenured full professors. Women make up a higher percentage of faculty at lower ranks of tenured faculty and non-tenured faculty. One third of the tenure track (untenured) faculty are women, and nearly half of the other full-time (untenured) faculty are women. Women are a majority in only the non-tenured ranks of instructor and lecturer, as well as the other full-time lecturer category.

Table 4
Full Time Faculty in 1989 - Community Colleges

RANK/TENURE	MALE		FEMALE		TOTAL	
	#	%	#	%	#	%
TENURED						
PROFESSOR	310	66.2	158	33.8	468	100
ASSOC PROFESSOR	294	59.8	198	40.2	492	100
ASST PROFESSOR	186	53.9	159	46.1	345	100
INSTRUCTOR	69	63.9	39	36.1	108	100
LECTURER	1	33.3	2	66.7	3	100
OTHER	626	57.3	467	42.7	1,093	100
TOTAL TENURED	1,486	59.2	1,023	40.8	2,509	100
NON-TENURED/ ON TENURE TRACK						
PROFESSOR	14	48.3	15	51.7	29	100
ASSOC PROFESSOR	35	58.3	25	41.7	60	100
ASST PROFESSOR	63	48.8	66	51.2	129	100
INSTRUCTOR	199	48.5	211	51.5	410	100
LECTURER	0	0	0	0	0	0
OTHER	228	47.5	252	52.5	480	100
TOTAL TENURE TRACK	539	48.6	569	51.4	1,108	100
OTHER FULL TIME						
PROFESSOR	12	63.2	7	36.8	19	100
ASSOC PROFESSOR	12	66.7	6	33.3	18	100
ASST PROFESSOR	19	51.4	18	48.6	37	100
INSTRUCTOR	39	41.9	54	58.1	93	100
LECTURER	111	52.4	101	47.6	212	100
OTHER	2,327	58.2	1,672	41.8	3,999	100
TOTAL OTHER	2,520	57.6	1,858	42.4	4,378	100
TOTAL	4,545	56.8	3,450	43.2	7,995	100

Two-Year Institutions

In community colleges, women make up a much larger percentage of the faculty than in public universities (Table 4). Women comprise about 43 percent of the total community college faculties, including 41 percent of the tenured faculty, 51 percent of the tenure track faculty, and 43 percent of other faculty. In the tenured ranks, proportionately fewer women are full professors (33.8 percent) than are associate (40.2 percent) or assistant (46.1 percent) professors. Women comprise a majority (about 51 percent) of the non-tenured, tenure track faculty consistently across all ranks, except associate professor, where they are only 41 percent of the total. In the other full-time category, the numbers are so small in the upper ranks to make comparisons difficult, but women are a majority of the instructors (58 percent) and comprise over 40 percent of the lecturer and other groups. Women are better represented in community colleges than in universities, but still are concentrated in the non-tenured and lower ranks of those institutions.

Table 5
Women Faculty in 1989 by Ethnic Group
4-YEAR INSTITUTIONS

RANK	TOTAL #	%	WHITE #	%	BLACK #	%	HISPANIC #	%	ASIAN #	%	NATIVE AM. #	%
Tenured												
Professor	370	100	337	91.1	16	4.3	10	2.7	7	1.9	0	0
Asst Professor	682	100	594	87.1	46	6.7	27	4.0	14	2.1	1	0.1
Asst Professor	267	100	205	76.8	38	14.2	15	5.6	7	2.6	2	0.8
Other Tenured	41	100	34	82.9	4	9.8	3	7.3	0	0	0	0
Total Tenured	1360	100	1170	86.0	104	7.7	55	4.0	28	2.1	3	0.2
Non-Tenured/Tenure Track												
Professor	11	100	10	90.9	1	9.1	0	0	0	0	0	0
Assoc Professor	67	100	53	79.1	7	10.4	4	6.0	3	4.5	0	0
Asst Professor	673	100	565	83.9	41	6.1	34	5.1	30	4.5	3	0.4
Other Non-Tenured	112	100	101	90.2	9	8.0	2	1.8	0	0	0	0
Total Non-Tenured	863	100	729	84.5	58	6.7	40	4.6	33	3.8	3	0.4
Other Full Time												
Professor	19	100	15	79.0	2	10.5	2	10.5	0	0	0	0
Assoc Professor	35	100	22	62.8	10	28.6	2	5.7	1	2.9	0	0
Asst Professor	222	100	185	83.3	15	6.8	10	4.5	12	5.4	0	0
Other	1043	100	882	84.5	79	7.6	55	5.3	24	2.3	3	0.3
Total Other	1319	100	1104	83.7	106	8.1	69	5.2	37	2.8	3	0.2
Total Women Faculty	3542	100	3003	84.8	268	7.6	164	4.6	98	2.8	9	0.2

Table 6
Women Faculty in 1989 by Ethnic Group
2-YEAR INSTITUTIONS

RANK	TOTAL #	%	WHITE #	%	BLACK #	%	HISPANIC #	%	ASIAN #	%	NATIVE AM. #	%
Tenured												
Professor	158	100	133	84.2	9	5.7	11	7.0	1	0.6	4	2.5
Asst Professor	198	100	158	79.8	20	10.1	16	8.1	1	0.5	3	1.5
Asst Professor	159	100	125	78.6	17	10.7	16	10.1	0	0	1	0.6
Other Tenured	508	100	415	81.7	25	4.9	64	12.6	3	0.6	1	0.2
Total Tenured	1023	100	831	81.2	71	6.9	107	10.5	5	0.5	9	0.9
Non-Tenured/Tenure Track												
Professor	15	100	15	100	0	0	0	0	0	0	0	0
Assoc Professor	25	100	22	88.0	3	12.0	0	0	0	0	0	0
Asst Professor	66	100	57	86.4	3	4.5	5	7.6	1	1.5	0	0
Other Non-Tenured	463	100	376	81.2	29	6.3	52	11.2	3	0.65	3	0.65
Total Non-Tenured	569	100	470	82.6	35	6.2	57	10.0	4	0.7	3	0.5
Other Full Time												
Professor	7	100	7	100	0	0	0	0	0	0	0	0
Assoc Professor	6	100	5	83.3	0	0	0	0	1	16.7	0	0
Asst Professor	18	100	16	88.9	0	0	0	0	2	11.1	0	0
Other	1827	100	1556	85.2	164	9.0	92	5.0	13	0.7	2	0.1
Total Other	1858	100	1584	85.2	164	8.8	92	5.0	16	0.9	2	0.1
Total Women Faculty	3540	100	2885	83.6	270	7.9	256	7.4	25	0.7	14	0.4

Minority Women

While women in total are underrepresented in most parts of the professorate, minority women are even less represented. Of all women faculty in senior institutions in 1989, 15.2 percent (539) were members of minority groups, including 7.6 percent (268) Black, 4.6 percent (164) Hispanic, 2.8 percent (98) Asian, and 0.2 percent (9) Native American (Table 5). In 1989, minority women comprised only four percent of the total faculty at universities. They fared only slightly better in community colleges where the 565 minority women faculty members comprised 7.1 percent of the total faculty in 1989 (Table 6). Total women faculty in community colleges included 83.6 percent (2885) who were white, 7.9 percent (270) Black, 7.4 percent (256) Hispanic, 0.7 percent (25) Asian, and 0.4 percent (14) Native American.

Implications

In Texas, the gender disparity in academic rank -- 7,584 males to 1,360 females -- cannot be explained simply by suggesting that many women have been employed more recently and thus have not had sufficient time to complete the probationary period and achieve tenure. The numbers of women on the tenure track in 1983 contrasted with the low percentage of tenured women university faculty in 1989 refutes this suggestion. Similarly, there appears to be an adequate pool of women in both community colleges and universities who are tenured or in the upper ranks from which qualified women could be selected for administrative positions.

In the universities there continues to be a disparity between men and women in both faculty and administrative positions. Since the data indicate that there is a sufficient pool from which qualified women could be hired or promoted into these positions, this disparity could be interpreted as a lack of commitment to addressing the issue of equity for women on the part of these institutions. The percentage of full-time women faculty who were tenured, however, was only 38 percent, compared to 65 percent of the male faculty. If equity existed, these percentages would more closely correspond. Moreover, the percentage of women being hired in non-tenure accruing positions has increased. The community colleges, in contrast to the universities, have made some progress in achieving equity in some ranks, but still have considerable disparity in administrative positions.

These differences of representation between male and female faculty cannot be changed overnight. In some fields there still may be severe shortages of qualified women -- especially minority women, and it may require encouragement of young women scholars to go into those areas before enough women are available to achieve equity. In other academic fields and in most administrative positions, however, qualified women are now available. It may be difficult to achieve gender equity in Texas, and even more difficult to achieve equity for minority women, but it is an important goal for all levels of higher education.

SALARY

Overview of Trends

A review of the data provided by the Coordinating Board suggests that there is a marked difference in the earnings between females and males at community colleges (Table 7) and universities (Table 8). Although in the past few years more specific data has been collected, these salary categories are the

only ones for which trend data are currently available from the Coordinating Board.

Table 7
FULL TIME FACULTY SALARY
SENIOR INSTITUTIONS

	1983		1986		1989	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
9-10 MONTH CONTRACT						
ABOVE $30K	4545 (53%)	551 (19%)	4880 (64%)	751 (29%)	6394 (82%)	1652 (53%)
BELOW $30K	4030 (47%)	2320 (81%)	2803 (36%)	1880 (71%)	1412 (18%)	1493 (47%)
11-12 MONTH CONTRACT						
ABOVE $30K	1099 (90%)	77 (48%)	1165 (81%)	96 (46%)	1478 (96%)	221 (77%)
BELOW $30K	127 (10%)	85 (52%)	270 (19%)	113 (54%)	62 (4%)	66 (23%)

Universities

At universities, women faculty salaries have risen considerably since 1983, probably reflecting upward trends in salary levels in general, as well as some improvement in the specific position of women. In 1983, only 19 percent of women faculty earned over $30,000 on a 9-10 month contract, while 53 percent of their male colleagues earned that much.

Women on 11-12 month contracts fared better, since 48 percent of them earned over $30,000, but this is in contrast with 90 percent of male faculty members who earned that much. A higher percentage of faculty on these contracts earn more because they are longer and are frequently held by higher ranking faculty. In 1989 53 percent of the women faculty on a 9-10 month contract earned over $30,000, but again this figure contrasts with the 82 percent of men who earned that amount. Women faculty on an 11-12 month contract also improved their positions in 1989. In that year 53 percent of them earned over $30,000, but they, too, were surpassed by the 96 percent of male faculty who earned that much.

Table 8
FULL TIME FACULTY SALARY
COMMUNITY COLLEGES

	1983		1986		1989	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
9-10 MONTH CONTRACT						
ABOVE $30K	791 (25%)	333 (15%)	1599 (51%)	842 (37%)	2321 (69%)	1549 (56%)
BELOW $30K	2417 (75%)	1862 (85%)	1536 (49%)	1421 (63%)	1043 (31%)	1228 (44%)
11-12 MONTH CONTRACT						
ABOVE $30K	431 (34%)	200 (33%)	598 (49%)	306 (44%)	900 (78%)	462 (72%)
BELOW $30K	845 (66%)	402 (67%)	627 (51%)	386 (56%)	252 (22%)	178 (28%)

Community Colleges

The trends are similar, although the salaries are generally lower, in the public community colleges of Texas. In 1983, only 15 percent of the female faculty on 9-10 month contracts in two-year institutions earned more than $30,000, while 25 percent of male faculty members with similar contracts at those institutions were paid at that salary level. By 1989, 9-10 month salary levels had grew to where 56 percent of the female faculty earned more than $30,000. Community college faculty with 11-12 month contracts are much closer to achieving equity than their counterparts at universities. In 1983, 33 percent of the women and 34 percent of the men earned more than $30,000. In 1989, 72 percent of the women and 78 percent of the men were in that earnings category. Men and women faculty on 11-12 month contracts at community colleges are close to equity. Unfortunately the trend, while generally upward in salary levels, appears to be leading to more disparity between men and women, rather than less.

Implications

The trends evident from these data suggest that a study is needed of the factors that affect the earnings of women when employed as full-time faculty, executives and administrators. It is important to ascertain how much of the growth in women's earnings stems from general salary level increases, how much reflects the modest increases in women in higher ranks, and how much, if any, is the result of efforts by individual institutions to reduce or eliminate disparities between salaries of comparably employed (in terms of rank, years of experience, and other qualifications) men and women faculty members. From the results of such research, a more detailed action plan to eliminate the barriers which

prevent equal pay could be developed. The recommendations made later in this report are necessarily limited by the data currently available.

CLIMATE FOR WOMEN IN HIGHER EDUCATION IN TEXAS

> *Campus climate is defined by the American Council on Education as all "aspects of the institutional atmosphere and environment which foster or impede women's personal, academic, and professional development."* [4]

The climate for women in higher education in Texas is not as positive as it should be. The statistics reported previously document the underrepresentation of women in higher ranks and salaries of the professorate and administration. Inequities in salaries may imply that less value is placed on women's work, or that there may be an institutional lack of confidence in women's abilities. Barriers to advancement, including promotion, tenure, and academic administrative promotions, can create an atmosphere on campuses that send the message that women are not first class citizens. These barriers are reflected in many ways, both formal and informal, and make many women feel like outsiders in their departments', colleges', or universities' decision-making processes. Barriers to advancement include types of class assignments, size of teaching load, difficulty in obtaining the resources needed for research or teaching, committee and advising assignments that may fall more heavily (by design or default) on women and minority women faculty because there are fewer of them, and lack of supportive policies for the family responsibilities that often are the primary responsibility of the female spouse. Women also are often given or take on the role of mentor or nurturer for students, which takes a great deal of time, and for which little or no credit is given in consideration for promotion and tenure.

Unfortunately, some barriers persist in academe supported by the same arguments that were used to justify the lack of higher ranking faculty and administrators from minority groups a few years ago. These include the observation that women are not "ready," although the previously reported data demonstrate many are qualified but have not been given the opportunity. Women serving in "assistant to" or "acting" positions are often replaced by men, even though in many cases the woman was equally or better qualified. Tradition and lack of candidates are no longer good excuses for the low numbers of women in tenured and senior faculty and administrative positions.

In addition to actual discrimination and subtle overlooking of women, sexual harassment is unfortunately a problem in Texas. It can occur in overt and shocking

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American Council on Education, "A New Agenda of Women for Higher Education, A Report of the ACE Commission on Women in Higher Education," 1987, 7.

ways, but more often is found in the maintenance of an atmosphere that is uncomfortable for women faculty and students because of sexist language, jokes, or innuendos. Since about half the student body at institutions of higher education in Texas are women, sexist and sexual language and innuendo create a very debilitating atmosphere for women, both students and faculty, and should not be tolerated.

The ideal climate for women and minority women would include a non-sexist, impartial merit-based system for promotion and tenure, in which junior and senior faculty members of both genders can interact and grow within an atmosphere of trust. Family and personal considerations should be allowed for, wherever possible, in official policies concerning time toward tenure and promotional considerations.

This is not just a women's issue. Currently many men are taking a larger role in the lives of their children and in other family activities. Allowing both men and women to carry out family responsibilities without penalty, including parental leaves for either or both parents as well as maternity leaves, will probably be necessary in the future to recruit high quality faculty members and administrators in many fields, especially if business and industry continue their increasing trend to provide such benefits. Many other actions that would help women through improving the academic climate would also help men, and should be encouraged from the standpoint of good human resources policy. These could include funding sabbaticals and appointing a more diverse group of regents for higher education systems. In short, improving the climate for women will improve the climate for all faculty and students in Texas, and probably greatly improve the efficiency and quality of higher education in Texas in general.

The climate for women in higher education in Texas could be improved in the short term by taking some concrete and inexpensive steps to improve women's opportunities and recognize their talents, as well as to create a healthy atmosphere free of sexism, sexual innuendo and outright harassment. Other actions might be more costly and take longer, but are worth beginning now.

ACTION PLAN

The current report has documented the fact that numerical and salary inequities between men and women faculty and administrators are the rule rather than the exception at Texas institutions of higher education. Although there are more women faculty and administrators now than in the early 1970s when national attention first became focused on the problem of gender inequity, the message remains that women are still underrepresented on faculties and as administrators even though they constitute more than half of the total undergraduate enrollment in higher education.

Although several individual public universities and university systems in other states have addressed this problem through commissions or action plans, Texas is the only state to study the problem of gender inequity at all public institutions across the state. The Council carefully studied the reforms of other institutions prior to developing of a plan for Texas -- and it is important to emphasize that they found success in every instance in which a well constructed and implemented plan was implemented. The goals, objectives, and recommendations in this report, therefore, constitute a plan for improving the climate and increasing the numbers and proportion of women in faculty and administrative positions, and the number of women on governing boards in the two-year and four-year public institutions of higher education in Texas.

The Council for Women in Higher Education recommends that the leadership of higher education in Texas adopt the following goals and commitments. These are modeled in part on the Texas Equal Educational Opportunity Plan for Higher Education (also known as the "Texas Plan," which sought to assure equality of educational opportunity at public institutions of higher education in Texas) gender equity plans implemented in other states and on the American Council on Education's suggestions for achieving gender equity. The Council intends that these stated goals and objectives can be met without adopting quotas for specific numbers of women or in any way lowering the standards for hiring, tenuring, and promoting faculty members and administrators.

GOALS

1. **Increase the number and proportion of women faculty members, senior-level women administrators and women on governing boards throughout Texas public institutions of higher education.**

   Objective:

   To achieve parity between men and women in the proportion of faculty, administrators, and governing board members. This goal will require the participation and cooperation of each public institution of higher education in Texas, the Higher Education Coordinating Board, the Texas Legislature, and the Governor.

2. **Improve the climate for women in higher education in Texas.**

   Objectives:

   A. Establish a Council for Women in Higher Education by 1993 as a permanent committee of the Coordinating Board to monitor progress, conduct research, and offer recommendations to the Coordinating Board on improving the climate for women in higher education.

   B. Achieve gender equity in salary at all levels of the academic community, based upon comparability of position, experience, education, performance, and other legitimate, objective criteria.

   C. Use non-sexist language in all aspects of academic life, including publications, catalogs, and oral discourse.

   D. Provide appropriate support services for all faculty members. Just as research has indicated that support services are an important component in retention of students, faculty support services can be equally important for maintaining a healthy climate for faculty and administrators.

   E. Eliminate discrimination against women in all aspects of campus life, including clubs or gatherings which are intended for professional advancement.

RECOMMENDATIONS

In order to operationalize these goals and objectives, the Council recommends the following actions.

1. **Coordinating Board establishment of a Council for Women in Higher Education by 1993 as a permanent standing committee.**

The role of the Council would be to: (1) monitor data and institutional plans for achieving parity; (2) report to the Coordinating Board and the Legislature biennially on the status of women in higher education; and (3) offer advice and recommendations to the Coordinating Board on other activities that would promote the goals of this report.

The Council should consist of educational leaders, including members of governing boards, faculty, and administrators who are representative of the public higher education community in Texas. They should serve three year terms and be appointed on a rotating schedule. Council membership should include both men and women, representing the ethnic and geographic diversity of the state, from both community colleges and universities.

2. **Legislation requiring each institution of higher education in Texas to develop by 1994 a plan for achieving gender equity and a positive climate for women. The plan should be updated every five years, and progress reported biennially to the Council and the Coordinating Board.**

These institutional plans should show how the institution plans to increase the number and proportion of women faculty at all levels, including tenure-track and tenured appointments and all faculty ranks, and senior administrative positions. Similarly, the institutional plans should indicate how each institution would achieve salary equity among faculty and administrators based upon comparability of position, experience, education, performance, and other legitimate, objective criteria within a reasonable time period. Finally, these plans should establish the institution's procedures and timetable for improving the climate for women on its campus, including requiring non-sexist language in official publications, documents, and promotional materials, and by providing appropriate support services.

The form of the plan should be determined by the Coordinating Board, in consultation with the Council, and should be as concise and direct as possible. Information recommended for inclusion in the plan is included in the appendix to this report. It is also recommended that an individual or committee on each campus be designated as the gender equity coordinator, with responsibility for overseeing the plan and assisting in developing the necessary support services.

3. **Legislation requiring each institution of higher education in Texas to report annually to the Coordinating Board and the Council by fall 1994 its progress toward achieving gender equity and meeting the specific goals of its plan.**

Annual reporting of additional data on the employment, status, and salaries of women on the current Coordinating Board TXP-7 form, and biennial reports on progress toward achieving the goals of each institution's plan should be comprehensive, but as simple to collect and report as possible. Recommendations for new data to be collected annually on the TXP-7 form are included in the appendix to this report.

4. **Coordinating Board establishment by 1993 of a Clearinghouse to share information on issues related to improving the status of women in higher education.**

The Clearinghouse should be operated and staffed by the Coordinating Board in consultation with the Council for Women in Higher Education. Its functions would include collection and dissemination of information on (1) vacant faculty and administrative positions, to increase the likelihood that qualified women could be found to fill them; (2) ways in which salary equity could be achieved; (3) successful implementation of support services for women; (4) research on women and minority women in higher education; (5) methods for increasing the number and proportion of women in higher education leadership positions; and, (6) any other pertinent information that would be helpful to the institutions. The Clearinghouse could work cooperatively with the American Council on Education's National Identification Program, which attempts to identify women who are qualified and interested in administrative positions.

5. **Institutional establishment of support services to male and female faculty members and administrators to improve their ability to balance work, family, and community responsibilities and allow them to become more productive employees.**

These support services could include maternity and family leaves to care for newborns, newly adopted children, elderly, or other special needs family members; provisions for "stopping the tenure clock" under appropriate circumstances such as maternity or family leaves; mentoring programs; child care on campus; leadership training; and flexible work schedules. Particular support services appropriate for each institution should be developed, in consultation with women faculty and administrators, and be included in the institution's plan for achieving gender equity. The gender equity coordinator could also assist in developing and overseeing support services. A description of existing support services and a timetable for the development of others appropriate to each institution should be included in its plan for achieving gender equity.

RECOMMENDATIONS TO THE LEGISLATURE

1. Require all public institutions of higher education in Texas to develop by 1994 plans for achieving gender equity, to update these plans every 5 years, and to file them with the Coordinating Board.

2. Require all public institutions of higher education in Texas to report annually to the Coordinating Board and the Council on progress toward achieving gender equity and, beginning fall 1994, to report biennially on their progress toward meeting the objectives of their plans.

RECOMMENDATIONS TO THE COORDINATING BOARD

1. Establish a Council for Women in Higher Education by 1993 as a permanent standing committee.

2. Establish a Clearinghouse for information on women in higher education by 1994.

3. Monitor reports from institutions on their progress toward achieving gender equity and a positive climate for women in higher education and recommend action where appropriate.

RECOMMENDATIONS TO THE INSTITUTIONS

1. Increase the number and proportion of women administrators, faculty members, and members of governing boards at their institutions beginning in 1992.

2. Improve the climate for women in higher education beginning in 1992.

3. Provide appropriate support services for women and men faculty and administrators on campus beginning in 1992.

APPENDIX I

SENATE COMMITTEE SUBSTITUTE/SENATE CONCURRENT RESOLUTION 52
RE: ZAFFIRINI - INCREASED WOMEN REPRESENTATION AT COLLEGES

WHEREAS, Fifty-two percent of the undergraduate students in the public universities of the State of Texas are women; and

WHEREAS, Only 34 percent of the assistant professors in the public universities of Texas are women; and

WHEREAS, Only 21 percent of the associate professors in the public universities of Texas are women; and

WHEREAS, Fewer than 10 percent of the full professors in the public universities of Texas are women; and

WHEREAS, Of 41 public university presidents and chancellors in Texas, only three are women; and

WHEREAS, Of 69 public community college presidents and chancellors in Texas, only four are women; and

WHEREAS, Of five Texas State Technical Institute presidents and chancellors, none is a woman; and

WHEREAS, Of 108 members of Boards of Regents at public universities in Texas, only 24 are women; and

WHEREAS, Of 12 Boards of Regents at public universities in Texas, only one is chaired by a woman; now, therefore, be it

RESOLVED by the 72nd Legislature of the State of Texas, That, based on the findings of the 1989 Statistical Supplement and Institutions of Higher Education in Texas, 1990-1991, both published by the Texas Higher Education Coordinating Board, that women are underrepresented in all ranks of tenure line faculty, in presidencies, and as members of governing boards at Texas public universities, the Texas Higher Education Coordinating Board be and is hereby directed to establish an advisory council of women faculty and administrators to assist in assessing the severity of said underrepresentation of women and to make recommendations for action to correct it, including the setting of goals, objectives, and timelines to be presented to the chair of the Senate Education Committee and the chair of the House Higher Education Committee no later than December 15, 1991.

APPENDIX II

RECOMMENDATIONS FOR COLLECTING SUPPLEMENTAL DATA

Certain data should collected annually by each institution, and other data should be collected biennially and reported to the Coordinating Board in a cycle that will permit the results to be evaluated and used by the Texas Legislature in its regular legislative session.

A. The types of data to be reported by each institution to the Coordinating Board include:

(1) Data on the amended TXP-7 forms should be collected annually, made available to the public, and distributed by the Coordinating Board to all president, chancellors, boards of trustees, and those legislative committees that address higher education issues. The amended TXP-7 form follows:

TXP-7 REVISION USING PREVIOUS CATEGORIES [1]

Part I. (New Hires) Add a new subcategory of information to ensure item 10 (Total) can be used as is.

For Tenured Faculty New Hiring Decisions

a. Number applied
b. Number interviewed
c. Number given offers
d. Number accepting offers
e. Number hired as professor
f. Number hired as associate professor
g. Number hired as assistant professor

For Non-Tenured on Tenure Track Faculty Hiring Decisions

a. Number applied
b. Number interviewed
c. Number given offers
d. Number accepting offers
e. Number hired as professor
f. Number hired as associate professor
g. Number hired as assistant professor

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[1] Male/Female and within those categories, White-Non-Hispanic, etc.

Part II.

28. Tenured Faculty
    Retirement
    Resignation
    Dismissal
        a) for cause
        b) tenure denial

29. Non-Tenured on Tenure Track Faculty
    Retirement
    Resignation
    Dismissal
        a) for cause
        b) tenure denial

Part IV. Tenure Decisions (New Category)

Number of those eligible for tenure
Number of those who applied
Number who were granted tenure
Number who did not apply although eligible
Number who left for another position
Number who left for another reason
Number who chose to extend for another year
Do not know

Part V. Key Administrator Hiring Decisions (**New Category**)

Chancellor
    Number who interviewed
    Number of those given offers
    Number who accepted offers

President
    Number who interviewed
    Number of those given offers
    Number who accepted offers

Provost (or equivalent, VP for Academic Affairs)
    Number who interviewed
    Number of those given offers
    Number who accepted offers

Deans

Number who interviewed
Number of those given offers
Number who accepted offers

Department Chairs

Number who interviewed
Number of those given offers
Number who accepted offers

(2) It is recommended that the Coordinating Board consider collecting the data on the Forms II & III of the Institutional Self-Study on Sex Equity for Postsecondary Educational Institutions developed by the Association of American Colleges Project on the Status and Education of Women. This data should be distributed by the Coordinating Board and returned every two years in a cycle that will permit the results to be evaluated and used by the Texas Legislature in its regular session. The Self-Study should be sent within a year, with an analysis of the results to be completed by January 1993. A follow-up Self-Study should be completed at least every five years thereafter.

B. Recommendation for the role of the Coordinating Board in analyzing these data and preparing and submitting reports:

(1) Coordinating Board staff resources could monitor the data collected on TXP-7 and other information reported by each institution relating to the equity of women in higher education in Texas. Data evaluation should be completed by the Coordinating Board staff at least every two years with a regular report provided to the Board. The first cycle of data collection should begin with the revised TXP-7 due in fall 1994.

(2) The data collected on TXP forms and any reports relating to gender equity should be made publicly available and distributed by the Coordinating Board to the Governor, the Lieutenant Governor, the Speaker of the House,the chairs of the higher education, appropriations and finance committees, the chief administrative officer at all public community colleges and universities, and all trustees or regents of such institutions.

APPENDIX III

RECOMMENDATIONS FOR DEVELOPING INSTITUTIONAL PLANS FOR REMEDIATING GENDER INEQUITIES

The Council recommends that each public institution of higher education develop a comprehensive plan for achieving gender equity which would be submitted to the Coordinating Board. This appendix suggests a possible format for these plans.

A. Each plan should contain a formal statement guaranteeing the institution's willingness to:

   1) Commit to the goals of the plan;

   2) Implement measures to develop broad institutional involvement;

   3) Assign administrative responsibility for examining campus culture and climate;

   4) Take responsibility for planning based on the mission statement and provide mechanisms for monitoring conflict, accountability, and evaluation in terms of the status of women faculty and administrators; and

   5) Submit annual progress and accountability reports to the institution's governing board for transmittal to the Coordinating Board.

B. Institutions should consider establishing or reaffirming their commitment to a commission or committee on women within the institution. The purpose of this group would be to help envision, implement and monitor the implementation of institutional plans for achieving gender equity. In addition, this commission might participate in the collection, analysis and reporting of data, as stated in item D below.

C. Each institution's plan should set forth specific methods and timetables for diminishing or eliminating deficits in the participation rates of women in faculty and administrative positions, including senior administrative positions.

   1) Each plan should contain procedures for addressing the recruitment of women faculty and administrators. Suggestions for specific procedures that could be adopted and implemented are listed in Appendix IV.

2) Each plan should contain procedures for addressing the retention and promotion of women faculty and administrators. Suggestions for specific procedures that could be adopted and implemented are listed in Appendix V.

3) Each plan should contain procedures for addressing the campus climate for women faculty and administrators.

D. Each plan should contain procedures for data collection, analysis and reporting. Several important areas to consider include:

1) Salary reviews of faculty and administrators to ensure that salary equity is established and maintained at every level;

2) Reviews of the administrative structure to ensure that women are making progress toward and in the administrative ranks;

3) Reviews of all policies for their effect on women, and evaluation of efforts to communicate these policies to all employees of the institution; and

4) Reviews of the constitution of search and selection committees so there is equity in the selection of representatives.

To ensure that accurate appraisals of the status of women in higher education are reported on a timely basis, each institution should gather data about the number and percentage of women faculty and administrators employed and the number and percentage of women undergraduate and graduate students. Both full- and part-time faculty, administrators and students should be counted with separate data reported for full- and part-time individuals.

APPENDIX IV

METHODS AND PROCEDURES FOR INCREASING THE RECRUITMENT OF WOMEN

While there are many ways to conduct position searches and interviews, the following methods and procedures are suggestions to consider with the goal of increasing the recruitment of women.

A. Establishing Search Committees and Conducting Searches:

(1) A handbook for searches with special attention to affirmative action and diversity, similar to handbooks in use at Michigan State and Ohio State Universities, would be very useful to search committees. Such handbooks could be developed or adapted to provide extensive resources for improved searches and selection of women.

(2) A strong EEO/Affirmative Action statement should be included in advertisements as well as a statement that the institution is responsive to the needs of dual career couples, where applicable. If applicable, spouses could be referred to a list of potential employers.

(3) Information or training could be provided to all members of the search committee to include avoidance of sexist language, illegal questions regarding a person's personal life, marital status, and related matters.

(4) For some disciplines, the next available position could remain open until the applicant pool includes qualified women (or minority) candidates. "Position to remain open" means that if no woman applies during the first advertisement, the college or university may extend the filing deadline or re-advertise the position. The president should direct the application of this policy in such a manner that no position remains open to the detriment of students.

(5) Formalized networking mechanisms should be developed and charged with identifying and recruiting prospective candidates at the local, state, regional or national level, depending upon the applicant pool. For example:

a) Local: each campus could implement a campaign to alert women to available opportunities;

b) State: each campus should participate in cooperative efforts with other state institutions to recruit and employ women faculty members. State-

wide vacancy announcements could be made readily available to all interested candidates. A statewide Clearinghouse operated by the Coordinating Board as recommended above, would be one way to do this.

c) National: each campus could advertise vacancies with professional organizations with identifiable committees on the status of women.

(6) To enhance quality and diversity, public institutions could make a commitment to hire some of their own most promising women graduate students to fill entry-level tenure and continuing-eligible academic professional positions, particularly in areas where the national availability for women in the discipline is severely limited. Such a "grow your own" policy could also include encouragement of promising female students to consider careers in higher education. Similarly, interested part-time faculty should be considered for full-time positions.

(7) Cluster hiring, which is hiring groups of new women personnel within the same unit, two to five at a time, should be considered where multiple positions are available and women are not represented or are very few in number. Cluster hiring implies hiring across all ranks.

(8) Visiting positions and post-doctoral appointments to bring prospective hires, and/or the spouses of new hires to the campus, should be considered.

(9) Each institution should periodically review its hiring practices to ensure gender equity.

B. Interviews:

(1) Interviews and visits of prospective hires should be carefully planned. When a telephone conference call is made, women members of the search committee should be included. Similarly, if an interview is held at a site away from the campus, a representative group from the search committee, including women, should be involved.

(2) During the interview or visit, the institution's commitment to women and families should be included. Information should be provided on such available services or policies as:

a) Maternity and family care leave policies;
b) On-site child care;
c) Procedures for stopping the tenure clock;
d) Buddy and mentoring systems;

e) Flexible work schedules;
f) Opportunities for spousal employment;
g) A women's center; and,
h) Women's study programs.

(3) Where the following services can be offered, each candidate should be informed prior to his or her campus visit through:

a) Real estate tours;
b) Lists of local and university day-care facilities; and
c) Gifts of a local telephone book with its Yellow Pages.

APPENDIX V

METHODS AND PROCEDURES FOR RETAINING AND PROMOTING WOMEN

The following methods and procedures are suggested as ways to increase the retention of women faculty and administrators in institutions of higher education in Texas; increase the opportunities for women to train for, and advance into, administrative positions; and achieve salary equity.

A. Retention of Women Faculty Members' Tenure and Promotion:

(1) At the departmental level, the institution should clearly set forth and describe actions that will be taken to assure that women make satisfactory progress toward tenure and promotion, such as the availability of:

a) Yearly evaluations of each faculty member's progress towards promotion and tenure; and

b) A plan for tenured faculty to formally mentor newly hired faculty members.

(2) Institutions could offer faculty development programs during the tenure-accruing period. They could be in the form of workshops on effective teaching, release time for research or course development, teaching credit for supervising graduate students and post-doctoral fellows. Training seminars for both women and men faculty could be conducted on stress management, tapping resources, budget management, communication skills, time management, decision making skills, and related matters.

(3) Institutions could communicate information on an on-going basis to all faculty members about fellowship and research funding opportunities from internal and external sources.

B. Administrative Opportunities for Women Faculty Members and Administrators Could Be Provided By:

(1) Appointing women and minority women as chairs of university committees;

(2) Providing a listing of all administrative opportunities within the institution and through the clearinghouse recommended above, within the state;

(3) Providing opportunities allowing women to move from faculty to administrative positions by encouraging them to train in administrative positions. One-year administrative internships could be established. Examples include assistant and associate departmental chairs, deans, and vice president positions. In addition, if travel or workshop participation is usually expected as a part of the trainees' duties, the university should try to provide the funding for these activities;

(4) Exploring the potential for their institutions to establish workshops and internships in which women and minority women can participate to develop new talent, and allow women to determine if they wish to consider administration as a possible career area.

(5) Offer women faculty opportunities to participate in existing mentoring programs, such as:

a) the American Council on Education programs (the ACE Fellows Program and the ACE National Identification Program for the Advancement of Women in Higher Education);

b) Higher Education Resources Services (HERS) regional programs;

c) Leaders for the Eighties Program of the American Association of Women in Community and Junior Colleges; and

d) leadership training programs like Leadership (City), Leadership Texas and Leadership America.

(6) Each institution should devise a plan for enhancing the professional development of women administrators.

C. Achieving Salary Equity:

Each campus should implement procedures to achieve equity in salary at all levels of the academic community through:

(1) Reviewing tenure and promotion policies to eliminate barriers to women;

(2) Equalizing merit pay through recognition and reward of areas usually associated with women, i.e., female dominated disciplines and "service" departments; and

(3) Strict enforcement of EEOC, Title IX, and other federal guidelines.

ACCOUNTABILITY

Institutional Responsibilities:

(1) Governing boards of each institution should insure that appropriate methods and procedures have been implemented to retain and promote women equitably. The president or chief academic officer should monitor the institution's annual progress toward the objectives of retaining and promoting women faculty and administrators.

(2) Senior academic officials should provide information for deans and department heads regarding successful affirmative action efforts, such as leadership and guideline training.

(3) Provosts should review the administrative performance of deans with regard to the achievement of retention and salary equity objectives.

(4) Deans should review and evaluate departmental administrative performance with regard to retaining and promoting women.

(5) Deans should reallocate funds to ensure that salary adjustments are made to overcome gender-specific salary disparities wherever possible.

APPENDIX VI

COUNCIL FOR WOMEN IN HIGHER EDUCATION

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Associate Dean
LBJ School of Public Affairs
The University of Texas at Austin

Dr. Elva Allie
Chair, Child Development Program
Director of Self-Study
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Ms. Lucy Cardenas
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Dr. Shirley Chater
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Ms. Abby Freeman, Director
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